



West Yorkshire
**Violence Reduction
Partnership**

Violence Reduction Partnership

West Yorkshire Fire and Rescue Service Theory of
Change Workshops – Evaluation

Sam Clewarth and Georgia Watkinson



Delivered by

**West
Yorkshire
Combined
Authority**

**Tracy
Brabin
Mayor of
West Yorkshire**

Theory of Change Workshops

Introduction

As part of our commitment to build a culture of evaluation in West Yorkshire, the VRP Knowledge Hub delivered two sessions to the West Yorkshire Fire and Rescue Service on developing a Theory of Change and Monitoring & Evaluation. The purpose of these sessions was to give our partners the confidence and skills to develop Theories of Change for their own project and organisations, and to be able to effectively monitor and evaluate their progress. In doing so, our partners who are delivering services and projects to help prevent serious violence will be able to better evidence the outcomes and impacts of their work, furthering their ability to evidence the efficacy of their work, adjust delivery where needed and encouraging evidence-based decision making.

The same attendees joined both sessions, however a few had already completed the Theory of Change session on a previous date so were more familiar with the process.

In the session, Sam and Georgia:

- Explained what a Theory of Change was, when to use them and why they are important.
- Provided a brief overview of elements of the Theory of Change.
- Split up the core elements of the Theory of Change to explain each in further detail. Working in reverse (from Impacts to Inputs), we then chose one section of the ToC and allowed the attendees to complete these sections for their own project or organisation.
- Outlined the evaluation process and how to develop an evaluation framework.
- Explained the different types of evaluations and how they linked back to the Theory of Change.
- Discussed the different methods of data collection and the pros and cons of each.

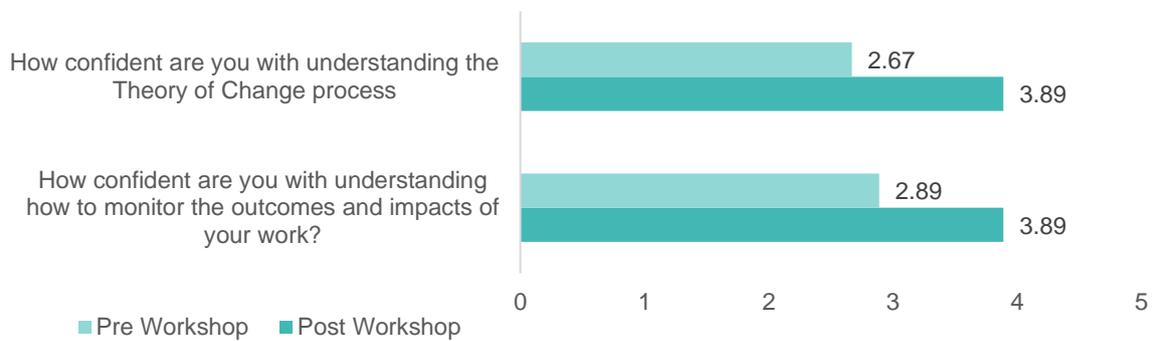
We utilised pre and post session surveys to help evaluate whether these sessions were helpful. We received 9 completed surveys for session one, focused on Theory of Change and 13 completed surveys for session two, focussed on Monitoring and Evaluation.

Findings:

Confidence in understanding the Theory of Change process

We asked attendees before and after the session “How confident are you with understanding the Theory of Change process?”, providing a Likert scale from Not at all confident (1) to Extremely confident (5). The average score at the start of the session was **2.67** and increased to **3.89** after the session.

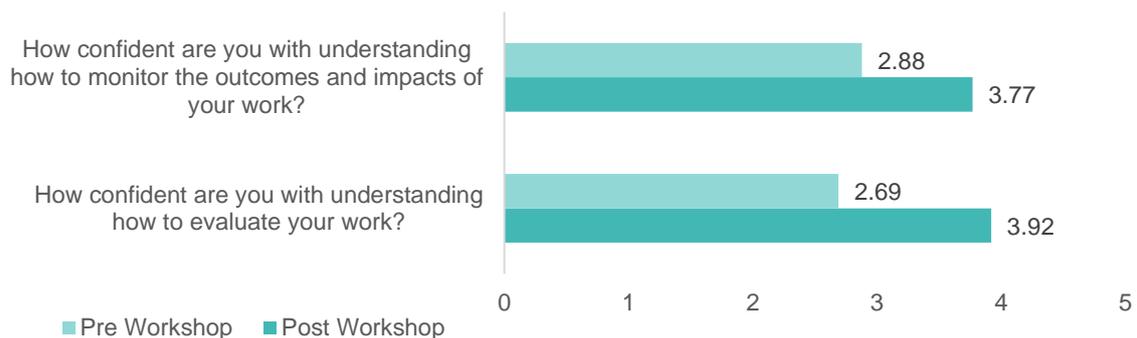
We also asked attendees before and after the session “How confident are you with understanding how to monitor the outcomes and impacts of your work?”, providing a Likert scale from Not at all confident (1) to Extremely confident (5). The average score at the start of the session was **2.89** and increased to **3.89** after the session.



Confidence in understanding the Monitoring and Evaluation process

We asked attendees before and after the session “How confident are you with understanding how to monitor the outcomes and impacts of your work?”, providing a Likert scale from Not at all confident (1) to Extremely confident (5). The average score at the start of the session was **2.88** and increased to **3.77** after the session.

We also asked attendees before and after the session “How confident are you with understanding how to evaluate your work?”, providing a Likert scale from Not at all confident (1) to Extremely confident (5). The average score at the start of the session was **2.69** and increased to **3.92** after the session.



What worked well from the sessions?

From the responses we received, we are able to draw out some common themes:

- **Collaborative and Practical** – Attendees appreciated being able to apply the ToC development process to a project and by being able to put it into practice, found it easier to understand each section of the ToC. Working through the session in this format helped attendees to understand how this process could fit into their day-to-day role. Linking the evaluation content back to the ToCs they developed helped to outline the whole process in practical terms.
- **Working Backwards** – Working back through the ToC from impacts through to inputs helped it make sense for some participants.
- **Templates** – Templates used throughout the sessions were well received by participants
- **Simple and Clear** – The way in which the session was delivered was mentioned, with participants noting the simplicity and clarity of the approach taken and clearly breaking down the process.

- **Resources** – The templates we provided were useful for participants to work through.

“Really enjoyed the interactive session and that audience participation is paramount”

What would you change?

The following responses were provided by participants:

- **Don't change!** – The majority felt the session shouldn't be changed.
- **More examples** – some attendees felt it would be useful to run through a hypothetical Theory of Change with an example that is familiar to those in the room and share examples of reports from previous evaluations.
- **Resources in advance** – some participants noted the amount of information delivered in the session and felt it may be beneficial to receive the toolkit and other key documents in advance of the session.

“Maybe run a simple hypothetical completed theory of change. E.g. "making a cup of tea for a firecrew to keep them happy”

Review of trainers

We asked participants “how would you rate the delivery of the session by the trainers?” providing a Likert scale from Poor (1) to Excellent (5). The average score provided was **4.5** for session one and **4.46** for session 2.

Respondents wrote that the trainers were positive, supportive, knowledgeable and made the session fun. They also noted that the information delivered was accessible and questions were answered throughout the session.

Meeting expectations

We asked participants “how would you rate the delivery of the session by the trainers?” providing a Likert scale from Didn't at all meet my expectations (1) to Fully met my expectations (5). The average score provided was also **4.47** for session one and **4.54** for session two.

What other support would be useful around theory of change?

We asked participants what other support would be useful regarding Theory of Change. Respondents mentioned:

- **Toolkit** – Attendees wanted access to the Theory of Change, Monitoring and Evaluation toolkit discussed in the session which has been sent across.
- **Examples** – Varied examples of ToCs and evaluation reports would be helpful, including examples of good and bad practice.
- **Anything!** – Attendees felt this would be a continuous journey of improvement so welcomed any additional support the VRP could provide

“Never stop learning - whatever is available - cannot have enough support”

Conclusion

Overall, the Theory of Change workshop sessions and the manner in which they were delivered were well received by those in attendance, with the sessions also achieving the intended outcome of increasing confidence in understanding Theory of Change and Monitoring & Evaluation processes. This helped to empower partners to develop and have ownership of their own Theory of Change and attendees spoke throughout the session about how these processes would be integrated into their current approach, such as completing ToCs alongside district plans and for all new interventions.

“Sam and Georgia were great again. Made the info and process accessible and answered questions well”

“another informative and well led session - thank you”
